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Honors Expanded Learning Clubs

Honors Program

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Dungeons and Drafting

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NEBRASKA HONORS PROGRAM

CLC EXPANDED LEARNING OPPORTUNITY CLUBS

INFORMATION SHEET

Name of Club: Dungeons and Drafting

Age/Grade Level: Middle School

Number of Attendees: (ideal number) 3-5

Goal of the Club: (learning objectives/outcomes)

Students will be able to increase their confidence in their creative writing abilities by teaching additional skills and providing activities for writing class.

Student will expand their knowledge and experience with multiple genres of creative writing, such as nonfiction, fiction, and poetry.

Students will be able to provide helpful and encouraging feedback to their peers' work

Resources: (Information for club provided by)

Content Areas: (check all that apply)

- ☒ Arts (Visual, Music, Theater & Performance)
- ☒ Literacy
- ☐ STEM (Science, Technology, Engineering & Math)
- ☐ Social Studies
- ☐ Wellness (Physical Education, Health, Nutrition & Character Education)

Outputs or final products: (Does the club have a final product/project to showcase to community?)

A completed D&D campaign

Introducing your Club/Activities:

Dungeons and Drafting combines the adventure of Dungeons and Dragons (D&D) with creative writing skills.

General Directions:

Practice developing characters, plot, and writing through the context of a semester-long D&D campaign

Tips/Tricks:

Try to incorporate as many opportunities for students to read/share their work as possible.

Every time students share their work, have each of the other students share one thing they liked about the work. This will make sure they're paying attention and thinking about the work critically, while building community.

LESSON PLAN WORKSHEET 1

(copy table as needed)

Lesson Activity Characterization

Name:

Length of Activity: 50 minutes

Supplies: "Character Sheet" worksheet, 20 sided die, paper and pens

Directions:

Students fill out character sheets, including a section about the students' like and dislikes. Students give their character one personality detail that's different from themselves.

Conclusion of the activity:

Students shared from their worksheets.

Parts of activity that worked:

Combining club with D&D elements, giving them plenty of time to discuss out loud, adapting the lesson plans to allow for drawing of characters

Parts of activity that did not work:

Questions were variably effective. Some sparked more interest than others. Could have been clearer if the character sheet was to describe themselves or their characters.

LESSON PLAN WORKSHEET 2

(copy table as needed)

Lesson Activity Origin Stories

Name:

Length of Activity: 50 minutes

Supplies: White board and marker, 20-sided dice, paper and pen/pencils

Directions:

Define key terms (backstory, origin story, motivation). Have students add one weakness to their character, explaining that characters need something keeping them from their goal. Students will write out their character's history.

Conclusion of the activity:

Students will share their characters.

Parts of activity that worked:

They liked all the examples and were really engaged with them.

Parts of activity that did not work:

They could not sustain writing as long as expected.

LESSON PLAN WORKSHEET 3

(copy table as needed)

Lesson Activity Name:

Location, Location, Location: Discussion of Setting

Length of Activity:

50 minutes

Supplies:

White board and marker, 20-sided dice, paper and pen/pencils in case students forget, List of 20 Settings, List of 20 other elements (eg character, genre, mood, etc.)

Directions:

Modeling of Activity (10 min): Roll one number for setting, and one for the element that'll be paired with it. Then write the opening scene of a story with both elements in it, incorporating both through the use of details. Talk out thinking, explaining it's a first draft and so it's okay if it's not perfect yet.

Activity (10 min): Students will write their own opening scenes, using the elements describe. Teachers will check in to make sure all students are making progress.

Sharing (10 min): Students will read their opening scenes. They'll be asked how their story would've changed if it had been in a different setting, and teachers will highlight in discussion the details they used to cue the setting. Teachers and students will discuss which settings they prefer for their work, and what distinctive details could be used to describe those settings. Or teacher and students could discuss how settings details may taper out throughout a scene, or continue to be relevant, and how the setting impacts a work as it continues to be told/during scene transitions.

Conclusion of the activity (remaining time)

Students will apply knowledge about setting to the furthering of the campaign, choosing a "direction" (setting preference) for the quest to head in. The campaign is co-created with students, so cannot be pre-planned. Ours involved going through a forest to find necessary tools to defeat Kronos.

Parts of activity that worked:

Students enjoy adding more details to their characters.

Parts of activity that did not work:

Not all students were comfortable sharing their work, which was unexpected.

LESSON PLAN WORKSHEET 4

(copy table as needed)

Lesson Activity Name:	Running into Conflict
Length of Activity:	50 minutes
Supplies:	White board and marker, 20-sided dice, paper and pen/pencils in case students forget
Directions:	

Define the following Terms:

Conflict- the stuff (barrier) that gets in the way of the character reaching their motivation. (This is review from Week 2)

Internal Conflict-Internal struggles. This can include a character being uncertain about the morality of their own actions, wondering if they have the skill or power to accomplish their goals, or basically anything going on inside their brain that gets in the way of what they want. AKA Man vs. Self.

External Conflict- External struggles/barriers. Examples include an army of undead orcs guarding the diamond belt we need to help defeat Kronos (or whatever bad guy one's group chooses). Or literally everything Voldemort does to Harry Potter. Includes Man vs. Man and Man vs. World/Society/Nature.

Brainstorm (10 minutes)

Students will have ten minutes to brainstorm at least two internal and three external conflicts that could keep their characters from completing their goal.

Share Brainstorm, and Discussion of which most interest the students going forward (5 minutes)

Conclusion of the activity (Remaining Time)

Continuing the campaign, incorporating conflicts.

Parts of activity that worked:

Students enjoyed advancing the campaign

Parts of activity that did not work:

Students struggled with coming up with internal conflict.

LESSON PLAN WORKSHEET 5

(copy table as needed)

Lesson Activity Name:	Villains and Monsters
Length of Activity:	50 minutes
Supplies:	White board and marker, 20-sided dice, paper and pen/pencils in case students forget

Directions:

The teacher will discuss the importance of specificity in writing, then model creating a specific monster on the board, drawing it, naming it, and labeling it with five specific details (eg: the GubbyGub. 10 feet tall, lives in a cave, scared of blue things, coarse brown fur, and hypnotic eyes.) Students will create their own monsters using the same strategy. These will be saved for future lessons.

Conclusion of the activity:

- Game play, rest of the time, choosing one monster from their creations for the group to fight. (Our chose a flock of tree krabs)

Parts of activity that worked:

Students loved drawing and creating creatures.

Parts of activity that did not work:

It took a long time to get the students focused today.

LESSON PLAN WORKSHEET 6

(copy table as needed)

**Lesson Activity
Name:**

Comic Strips

Length of Activity:

50 minutes

Supplies:

White board and marker, 20-sided dice, paper and pen/pencils in case students forget

Directions:

The teacher draws the beginning of the monster battle on the board in comic strip form, explaining the different elements of a comic strip (time is organized spatially, simpler images are used, it combines pictures, thought or speech bubbles, and certain markers of emotion).

Conclusion of the activity:

- The campaign will continue, with time for students to draw the fight as it's happening, or at pauses.

Parts of activity that worked:

Students were really engaged in drawing comic panels and came up with some interesting ideas.

Parts of activity that did not work:

Around this time, we had some absences, so we ended up teaching this lesson twice.

LESSON PLAN WORKSHEET 7

(copy table as needed)

Lesson Activity Name:	Poetry Side Quest
Length of Activity:	50 minutes
Supplies:	White board and marker, 20-sided dice, paper and pen/pencils in case students forget
Directions:	<p>The monsters have surrounded our heroes. There's no path to escape and our characters have become too injured during battle. The only option left is to apologize. And the only token of apology the these monsters respect are poems.</p> <p>Explain that poems are based on descriptive language and imagery, sometimes rhyme but don't have to, and have a good flow to them. Students will write poems for the tree krabs.</p>
Conclusion of the activity:	Students read their poems.
Parts of activity that worked:	Students wrote some lovely poems.
Parts of activity that did not work:	Some students were more hesitant than others to write poems, so that students didn't finish writing at the same time.

LESSON PLAN WORKSHEET 8

(copy table as needed)

Lesson Activity Name:	Stakes? I Thought You Said Steaks!
Length of Activity:	50 minutes
Supplies:	White board and marker, 20-sided dice, paper and pen/pencils in case students forget
Directions:	<p>Define what it means to raise the stakes. Students will brainstorm what's at stake to gain or lose in the current campaign (probably the world is at stake), then brainstorm and analyze the effectiveness of multiple outcomes.</p>
Conclusion of the activity:	<p>The remaining time will be spent on moving the campaign forward. Now that the members have been joined back together, some time will probably need to be spent on healing, which could be an additional side quest, keeping in mind that there are only two sessions left before the conclusion of the campaign.</p>
Parts of activity that worked:	Students were really focused today.
Parts of activity that did not work:	

We were behind in the campaign because we missed a week, so we had a lot of ground to make up in the campaign to get it prepared for the final week.

LESSON PLAN WORKSHEET 9

(copy table as needed)

**Lesson Activity
Name:**

Resolution

Length of Activity:

50 minutes

Supplies:

White board and marker, 20-sided dice, paper and pen/pencils in case students forget

Directions:

Play the final battle, sticking as closely as possible to what the students decided would be an effective ending (eg this side character dies, or this person turns out to be evil, or this person gains additional powers, etc). If they're ready, let them be the narrator here.

Conclusion of the activity:

Have students consider where their character will go in the future and which characters/side characters they would travel with. Try to leave at least one side plot open-ended or unresolved, encouraging them to write that story.

Parts of activity that worked:

Students came up with some really strategic ending ideas.

Parts of activity that did not work:

Time became an issue; it was hard to get everything fit in at the end.
